

THE HISTORY OF LINCOLN HIGH SCHOOL

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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND PROCEDURE	1
The Problem	1
Statement of the problem.	1
Importance of the study	1
Statement of limitations.	1
Definition of terms	2
Procedure	3
Gathering of data	3
Analysis and presentation of data	3
Review of Literature.	4
II. THE HISTORY OF LINCOLN HIGH SCHOOL.	11
Building of Lincoln High School	11
The South Side Community.	13
Additions	17
The Early Days of Lincoln High School	20
The Effects of the Depression and the War	22
The School Principals	27
The Faculty	29
Curriculum.	31
The Arts.	43
Parent-Teacher Associations	46
Clubs and Organizations	48

CHAPTER	PAGE
Publications	54
Honors and Awards.	59
School Events.	63
Athletics.	70
III. CONCLUSIONS.	78
IV. SUMMARY.	83
BIBLIOGRAPHY	85

LIST OF TABLES

TABLE	PAGE
I. Enrollment of Lincoln High School by Year	16
II. First Faculty of Lincoln High School.	32
III. Number of Teachers at Lincoln High School by Year.	33
IV. Lincoln High School Curriculum.	36
V. School Clubs.	55
VI. School Service Organizations.	56
VII. Girls' Performing Organizations	57

CHAPTER I

THE PROBLEM AND PROCEDURE

I. THE PROBLEM

Statement of the problem. The problem in this study was to compile the history and trace the growth of Lincoln High School, of the Independent Community School District, Des Moines, Iowa, showing how Lincoln High School has developed into a typical comprehensive high school.

Importance of the study. Mr. Bowen, Principal of Lincoln High School, said,

This 1969-1970 school year, Lincoln will be one of the largest high schools in the state of Iowa. . . . If Des Moines south of the Raccoon River were a separate city, it would have the fastest growth rate of any city in Iowa.¹

This study is intended to help understand the character and the problems of a high school in such a rapidly growing district. It is also intended to provide students with an organized history of their school, which might contribute to a greater sense of pride in the school and a greater appreciation of its historical development.

Statement of limitations. This study is limited to

¹Principal Melvin Bowen, of Lincoln High School, in a speech to the student body, April, 1969. Permission to quote secured.

Lincoln High School at its present location. The school, opened in 1923, was built to accommodate a growing community south of the Raccoon River. Previously, a Lincoln School was located on Ninth and Mulberry streets, on the site of the present Fire Station Headquarters. When the old structure of Lincoln School was demolished, most of the records, documents, and historical materials were also destroyed.

For many years the Lincoln High School had a junior high program, which was slowly phased out of the high school curriculum. This study will be primarily concerned with the senior high program.

Definition of terms. The Railsplitter is the name of the Lincoln High School Yearbook and also of the bi-weekly school newspaper. Because of the duplication of titles in the two school publications, the investigator, in order to avoid confusion, when using the yearbook as a source material, refers to it as the Railsplitter Yearbook. This term differentiates the yearbook from the school newspaper.

The comprehensive high school as defined in this project refers to a high school with several curriculums, meeting the needs of all the youth in a given community.

II. PROCEDURE

Gathering of data. A thorough history of Lincoln High School has never been written. The procedure for this study was to obtain data from the various sources available. Lincoln High School publications, the South Side Community, and the Des Moines Public School Administration Offices were the initial sources for the gathering of historical data. The review of literature that follows, further defines the comprehensive high school, relates its purpose, and shows the status of comprehensive high schools at the present time.

Analysis and presentation of data. The historical data will be presented in Chapter II, under several subdivisions: building of Lincoln High School; the South Side Community; the additions; the early days of the school; the Depression and the War; the Principals; the faculty; the curriculum; the Arts; the Parent-Teacher Associations; the clubs, publications, honors and awards; the school events; and the athletics.

The data are further categorized chronologically in each subdivision. In Chapter III, the data are discussed in relation to the concept of the comprehensive high school.

III. REVIEW OF LITERATURE

Education is a state function. The state responsibility for education stems from the Tenth Amendment to the Constitution of the United States which holds that "the powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States, respectively, or to the people."¹ Neither the term education nor the word schools appears in the Constitution; therefore, education is a function reserved to the several states. Each community, under authority delegated by the state government, is expected by its citizens to provide free schools for all the youth of a community.

The comprehensive high school provides broadly for meeting the needs of the youth of a community. The majority of communities can only support one high school, thus the comprehensive high school is the most common type.

Educators define the comprehensive high school in different ways, but each definition connotes the same general pattern. Douglass defined comprehensive as an adjective applying to the school containing several curriculums.² Douglass said, "A comprehensive high school undertakes,

¹Constitution of the United States, Amendment X, 1789.

²Aubrey A. Douglass, Modern Secondary Education, Volume I (Boston: Houghton Mifflin Co., 1938), p. 9.

through its differentiated curricula and its diverse lines of activity, to administer to the needs of all classes of students."¹ Conant defined the comprehensive high school ". . . a high school whose programs correspond to the educational needs of all the youth of the community."²

Theorists in secondary education tend to favor the comprehensive high school. A comprehensive high school fosters cooperation of various groups in different enterprises, especially those of an extra-curricular nature, and thus becomes an important factor in the promotion of mutual understanding and social integration. A primary objective of the comprehensive high school is the development of a democratic school spirit and understanding between students with different intellectual abilities and different vocational goals.

It is responsible, in sum, for providing good and appropriate education, both academic and vocational, for all young people within a democratic environment which the American people believe serves the principles they cherish.³

The comprehensive high school is an American development of the twentieth century, of which there is no equiva-

¹Ibid., p. 148.

²James Bryant Conant, The American High School Today (New York: McGraw-Hill Book Company, Inc., 1959), p. 12.

³James Bryant Conant, The Comprehensive High School (New York: McGraw-Hill Book Company, Inc., 1959), p. 3.

lent anywhere else in the world. "The comprehensive high school is a peculiarly American phenomenon."¹

The size of a community is an important factor in the development of an adequate comprehensive high school. Communities that have high schools with small enrollments may maintain satisfactory programs at an exorbitant expense to the district. Conant felt a high school must have a graduating class of at least one hundred to function adequately as a comprehensive high school.²

. . . An excellent comprehensive high school can be developed in any school district provided the high school enrolls at least 750 students and sufficient funds are available. Inadequate finances spell an unsatisfactory school.³

The comprehensive high school has several functions. One of the primary functions is to present an adequate curriculum for all future citizens of a democracy. Providing programs enabling a majority to develop useful skills by the time of graduation is another function. Simultaneously, the comprehensive high school must educate adequately those with a talent for handling advanced academic courses. Conant

¹Ibid.

²Conant, The American High School Today, op. cit., p. 47.

³James Bryant Conant, The Comprehensive High School (New York: McGraw-Hill Book Company, Inc., 1967), p. 3.

summed it up:

The comprehensive high school attempts to accomplish these ends; it endeavors to provide a general education for all future citizens on the basis of a common democratic understanding; and it seeks to provide in its elective offerings excellent instruction in academic fields and rewarding first-class vocational education.¹

Conant developed a check list with which to evaluate the comprehensive high school, covering all its areas of responsibility. Not all comprehensive high schools would get top ratings in all of the categories on Conant's list, but an adequate school would meet a great many of the requirements.

Keller gave a rather extensive definition of the comprehensive high school which summarizes the important elements:

The comprehensive high school aims to serve the needs of all American youth. That is to say it accepts without selection all the young people in the area it commands -- all races, creeds, nationalities, intelligences, talents, and all levels of wealth and social status. Such a school has as its broad objective the teaching of all varieties of skill, all kinds of knowledge to all kinds of youth bent upon living socially profitable lives. To each one it seeks to give the course for which he seems best fitted. Its design is to prepare one and all for potentially successful vocations. The comprehensive high school prepares the college oriented youth for college. It qualifies the non-college-bound youth and, as far as is possible, the boy or girl who will drop out before graduation for an occupation. It is adapted to give

¹Ibid., p. 4.

everyone a general education for the common things he will do in life and it may and should give some pupils of high capacity preparation for both college and occupation.¹

Today, educational theorists tend to favor the comprehensive high school over various types of special schools, increasing the status of the comprehensive high school. While comprehensive high schools are for all students, special schools are for particular groups, such as the academically talented or those who will terminate their formal education with high school graduation. Vocational high schools are alleged to perpetuate de facto segregation and inferior education for minority groups in the society. Academic high schools tend to isolate scholastically superior students from their counterparts.

Another argument favoring the comprehensive high school is the fact that special high schools demand an early date for a student to choose a career. In some special high school programs, a student will start taking courses leading toward a lifetime career as early as the eighth or ninth grade. A further advantage of the comprehensive high school is that it breaks up the monotony of a school day by allowing a student to take courses of a wide variety.

¹Franklin Jefferson Keller, The Comprehensive High School (New York: Harper & Brothers Publishers, 1955), p. 312.

Zack said of today's comprehensive schools, "No student should be cheated out of his general education, and the democratizing influence of common educational experiences would be reinforced."¹ Zack concluded, "There is little need to elaborate upon how the comprehensive high school supports the larger aims of a democratic society."²

The comprehensive high school, having been successful in the United States, is now spreading to Europe. Instead of the American system borrowing from Europe, there seems to be a reversal of this trend.

The comprehensive school has made noticeable inroads into European education systems, which, until a few years ago, were almost completely dominated by a division into three levels of post-elementary schools, a structure which tended to maintain class distinctions.³

In a recent interview, James B. Conant answered the following questions reflecting the present status of the comprehensive high schools:

Q: What schools are getting better?

A: My colleagues and I examined 2,000 high schools located in outlying towns or small cities -- not suburbs. They are schools of medium size with an enrollment of 750 to 2,000 students, and they are what we call "widely comprehensive" -- that

¹Jacob B. Zack, "The Best Place for Vocational Education," National Education Association Journal, LV (December, 1965), 50.

²Ibid.

³Walter Hahn, "Does the Comprehensive Secondary School Have a Future in Europe?," Journal of Secondary Education, XXXXII (February, 1967).

is, they offer wide variety in both academic and vocational courses.

Q: Are these comprehensive schools better than those of suburbs or big cities?

A: If you want your child to know other kinds of people - from racial minorities, from different economic backgrounds and outlooks -- then you would do well not to live in a suburb, but in a large town or small city that has just one high school, or perhaps two or three, drawing from a cross section of the community.

Q: What kind of high school should the big city have?

A: I would say the comprehensive school -- one that offers good courses in both academic and vocational classes, and where students are encouraged to come together and learn about each other call it 'integration' or 'democratization'.¹

". . . The comprehensive high school is a step forward."²

¹Interview with Educator James B. Conant, "Are Schools Getting Better?" U. S. News and World Report, LXIII (October 23, 1967), 102-106.

²Zack, loc. cit.

CHAPTER II

THE HISTORY OF LINCOLN HIGH SCHOOL

This chapter traces the development of Lincoln High School from its conception up to the present day. This history is chronologically developed in the following categories: the building of the school; the community which is served by the school; the faculty, the curriculum, and the activities of the school; the early days of the school; and the effects of the war and depression on the school.

I. BUILDING OF LINCOLN HIGH SCHOOL

The post World War I growth of Des Moines, plus the boom era of the 1920's, required many new school buildings and classrooms to house the increasing enrollment of school-age children. Until 1923, most of the high school students living on the South Side were forced to travel some distance to attend East High School.

On March 18, 1918, a bond issue was passed by the voters of Des Moines which included the building of Abraham Lincoln High School.¹ Lincoln High School was to serve the secondary school needs of the South Side Community. The

¹ Dr. Robert Denny, "Lincoln High School," History of Des Moines Public Schools, 1846-1966 (Des Moines Tech Press, 1967), p. 60.

bonds were to be sold as money was needed between the years of 1918 and 1923. The site selected was on Southwest Ninth Street just south of Loomis Street.

The land on which Lincoln High School was built had been purchased from the federal government in the 1850's by Samuel Bell. When the land was condemned for school purposes in 1919, most of the land belonged to Bell's daughter, Mrs. Rachael Mosier. The land cost the school district \$49,280.80.¹

The ceremonies that marked the laying of the cornerstone of Lincoln High School were held Monday, May 16, 1922. Mr. J. W. Studebaker, superintendent of schools, made a brief address, after which he spread the mortar and helped put the cornerstone in place. Mrs. McKinnen, former president of the board of education, who was largely responsible for the school in South Des Moines, helped Mr. Studebaker.²

The dedication of the school took place Sunday, March 9, 1924, in the school auditorium. About two thousand people were present at the dedication ceremony. The Reverend C. S. Medbury made the main address.³

The cost of building Lincoln High School was \$775,492.25. The fixtures and furnishings increased the total to \$949,754.95. The high school contained fifty-five

¹Ibid.

²Ibid.

³Ibid.

classrooms, two gymnasiums, one swimming pool, several home-economics laboratories, an art and a music room, a cafeteria, spacious offices, and an auditorium with a capacity of 1,300 persons.¹

II. THE SOUTH SIDE COMMUNITY

When Lincoln High School was opened, the South Side was divided into three distinct communities. The area bordering the central business district on the South, known as the 'bottoms,' was populated by Sicilian and Italian immigrants brought in by the railroads to work for them. The children of these immigrants were sometimes rough and difficult to handle.

The Fort Des Moines area was mainly the home of skilled laborers. Many of them were also of Italian extraction. Gardening was an occupation of a great number of these people.²

The Southwest side of Des Moines was very sparsely populated. A few families, mainly professional people, lived in this area. The Cassidys and the Hubbells, pioneer families in banking and insurance in Des Moines, are among

¹Ibid.

²Statement by Mr. Henry Sanders, personal interview December 15, 1969.

the better known families of this section.¹

These three groups, having such varied interests and backgrounds, were not a very cohesive group. A majority of the South Des Moines residents were self-made people. The South Side had no apartments and was the last side of town to be developed.²

Many of the South Side residents had no cars or phones. Many homes did not have heat. Because of this problem Lincoln High School opened its doors at five-thirty in the morning to give the students a warm place to come to and to allow them to take showers if they desired.³ Since a number of students dropped out of high school on the South Side before graduation Lincoln High School had an enrollment that was predominately Junior High.

The South Side began to grow rapidly after the Second World War, and growth continued during the 1950's. A real impetus to the growth of the South Side was the Des Moines Freeway which displaced many people living on the North side. Both the Southeast and the Southwest sides of Des Moines gained in population at the expense of the Northwest and Northeast due to the Freeway. During the 1960's many newcomers to Des Moines began to settle on the South Side

¹ Ibid.

² Ibid.

³ Statement by Mrs. Edna Bohlmann, personal interview, December 5, 1969.

because of its closer proximity to the downtown business area.¹

The future growth of the South Side Community might best be summed up by a report of the City Planning and Zoning Commission:

. . . significant growth between 1959 and 1980 will be limited to census tracts south and east of the business district. Many of the tracts located south of the Raccoon and Des Moines Rivers have large quantities of land available for residential use. More than ninety-five percent of all future growth will occur south of the Central Business District. Tracts bordering the south corporate limits of Des Moines will more than double in population during the next two decades.²

In the City Planning and Zoning Commission report, the reason for this growth was explained:

The south section has the largest anticipated growth between 1959 and 1980 which is to be expected since it contains the only large areas of undeveloped, desirable residential land within the present corporate limits of the city.³

The following table shows Lincoln High School to have had a slow, steady growth pattern. The decline of the early 1940's can be explained by the effects of the Second World War. The recent rapid growth of the South Side is expressed by the upswing in enrollment in early 1960, which continues

¹Sanders, loc. cit.

²James McDonall, City Planning and Zoning Commission, Population 1980 (Des Moines, Iowa: Meredith Press, 1960), p. 47.

³Ibid., p. 63.

TABLE I
ENROLLMENT OF LINCOLN HIGH SCHOOL BY YEAR

Year	Total	Year	Total
1923	0 (Junior High only)	1947	555
1924	145 (thru 10th grade)	1948	547
1925	268 (thru 11th grade)	1949	605
1926	396 (thru 12th grade)	1950	632
1927	432	1951	590
1928	468	1952	604
1929	575	1953	652
1930	597	1954	710
1931	630	1955	743
1932	647	1956	751
1933	633	1957	810
1934	639	1958	826
1935	647	1959	865
1936	633	1960	859
1937	723	1961	891
1938	852	1962	1069
1939	877	1963	1269
1940	751	1964	1399
1941	819	1965	1512
1942	736	1966	1613
1943	654	1967	1732
1944	584	1968	1804
1945	631	1969	1861
1946	577		

to the present time.

III. ADDITIONS

As Lincoln High School's population area grew, expansions were made in the school, which also indicated a growth in program. In 1935, the Little Theater was opened for use as a drama room. A suitable stage was built in room 211 which was now adequate for drama classes and school play practice.¹

The new Lincoln High School football stadium was used for the first time by the 1939 football team. The inaugural game was a victory over Indianola.²

With the ending of World War II, many long needed changes and additions were apparent in the Des Moines Public School System. In 1945, a six-million dollar building program was begun, including additions to two South Side elementary schools, Park Avenue, and Howe schools. These additions reflected the growth of the South Side Community.

In 1947, a new athletic field just east of the football stadium was built. Floodlights were put up in the stadium for night games, and new bleachers were added to

¹Senior Railsplitter (January, 1935), p. 16.

²Senior Railsplitter (January, 1939), p. 25.

handle the increasing crowds.¹

In 1957, a fire destroyed part of Lincoln High School. The Des Moines Register reported:

This morning about 2:00 AM, a fire was discovered that destroyed the shops building annex at Lincoln. The loss was estimated at \$300,000. The two story annex was burned out by the blaze. Equipment in its three classrooms and four shops was destroyed. Classes ordinarily held in the shops building were held in the school lunch room, library, auditorium, and in hallways. All shopwork was abandoned temporarily.²

The remodeled and rebuilt shops addition was the most modern shop facility in the city.

It was the decade of the 1960's that was to become the most extensive building decade in the educational history of the South Side. By the fall of 1963, there were still approximately four hundred junior high school pupils at Lincoln High School. The building of Weeks and Kurtz junior high schools on the South Side relieved Lincoln High School of the majority of these students. Following the philosophy of housing all junior high school students in facilities separate from senior high school, a bond issue was passed in 1964 that provided for the construction of Brody Junior High School. In 1967, Lincoln High School was for the first time a senior high school exclusively.

¹Senior Railsplitter (January, 1947), p. 22.

²Des Moines Register, 33 (April 18, 1957), 1.

In 1962, a new library and science wing was added which included classroom and laboratory space, and a library shelving over 13,000 volumes.¹ In 1963 a light-well was enclosed to provide for a male faculty lounge.

In 1964, contracts totaling \$1,667,000 were let to construct a new gymnasium, swimming pool addition plus extensive remodeling of the boys' old gym and dressing rooms for use by the girls.²

The old swimming pool space would be used for classrooms. Another light-well was enclosed to make a counseling center. The new counseling center would have a reception room, two conference rooms, and six individual counseling rooms.

On September 9, 1966, the Lincoln High School Field was renamed and dedicated the Aaron Hutchens Athletic Field.³ Also,

On May 1, 1967, a large sign suspended by brick pillars was built on the Lincoln High School lawn, given to the school as a gift by the DECA club. This sign informs travelers that they are passing Lincoln High School, and announces major upcoming events of Lincoln High School.⁴

The new gymnasium and swimming pool annex were opened in January, 1967, and the first basketball game was played

¹Handbook for North Central Evaluating Committee (Lincoln High School, 1969).

²Denny, op. cit., p. 61.

³Statement by Mrs. Jane Hutchens, personal interview, December 9, 1969.

⁴Des Moines Register, 43 (March 17, 1967), 1.

in the gym that month, against Des Moines Tech.¹ The new building was a two-story, circular edifice with a corridor next to the shops connecting the annex to the main school. The pool balcony seats five hundred, and the gym capacity is 3,160.

In the fall of 1967, the new kitchen and cafeteria were opened for service at Lincoln High School. It has facilities to care for the entire student body.

The continuing growth of the South Side and the need for more classrooms brought to Lincoln High School four mobile units in 1969. They are being used as temporary classrooms. Another addition is now being planned, having been included in the most recent bond issue.

The new wing will tentatively include a new art facility, biology complex, and physical science complex. The physics rooms that will be vacated by the move to the new wing will be used for Chemistry classes.²

IV. THE EARLY DAYS OF LINCOLN HIGH SCHOOL

The building housing Lincoln High School was to be ready for use in September of 1923, but labor problems and other difficulties delayed its completion.

For two weeks the faculty met daily for a course of instruction to meet the new plan of supervised study

¹Railsplitter Yearbook, 1967, p. 3.

²Des Moines Register, 46 (January 23, 1970), 1.

inaugurated in the Des Moines schools that fall. When classes finally began the workmen were still busy with the finishing of halls, building of walks, and landscaping the spacious grounds.¹

The cafeteria was not opened for several weeks after school had started.

It was opened Monday, September 24, 1923. Students were served a cold lunch because there was no fire for cooking. The menu was as follows: a variety of sandwiches, milk, cookies, fruit, and ice cream. The eighth grade girls helped in preparing the lunches.²

There were many discomforts in Lincoln High School the first few weeks of school. The building was still without heat when the first cold spell arrived; the bell system was not yet in operation; there were no desks for students; there were no trees to shade the school; and there were no keys or hooks for the lockers. Assemblies had to be held in the gymnasium, and the gym and swimming pool were yet unfinished.

Lincoln High School started with only a seventh and eighth grade. This was the reason that Lincoln High School did not have a graduating class until 1927.

Mr. Nathan H. Weeks was the first principal, and Miss Lulu Auracher was the girls' advisor. There were thirty-two members on the faculty the first year.

The January class of 1927, the first graduating class

¹Denny, op. cit., p. 60.

²Ibid.

of Lincoln High School, had thirty-four members.¹ The graduation exercises were held in conjunction with the other three high schools of the city at the Coliseum, Thursday, January 27, 1927. Reverend Harold Geistweit delivered the address and the diplomas were awarded by Mr. Craig Wright, president of the school board. The members of the first graduating class of Lincoln High School were:

Clarkie Ann Ackelson	Buelah Wacineta Lukenbill
Edythe Margaret Alber	Thomas Haynes Marnette
Ethel Claire Allen	George R. Martz
Della Mae Arnold	Bertha Miller
Paul D. Brown	Clairbel B. Newby
Opal Emogene Bruce	Mary F. Petosa
Elizabeth June Burrell	Frances Roberts
Dale Richard Carlson	Lois Robinson
Illa A. Carpenter	Raymond Staude
Sara Chiodo	Billy Strange
Joseph Daugherty	Jarold Talbott
Nancy Grace DeMay	John Thoren
Loudon John Doyle	Eva Uhlman
Harry E. Ellenwood	Aloyis Vallandingham
Jack W. Hamaker	Harry Vincent
Samuel James Hoffer	Katherine Weeks

V. THE EFFECTS OF THE DEPRESSION AND THE WAR

During the Depression, many people on the South Side had no phones, radios, cars or money to spend on entertainment. Consequently, according to the evaluation of one former Lincoln High School teacher, students spent more time studying and thus were developed many of the leading citizens

¹Lincoln High School Journalism Class of 1935 (eds.), Brief History of Lincoln High 1923-1935 (unpublished).

of Des Moines.¹

The Depression did not affect the faculty much in 1929, but by 1932 all Des Moines teachers took a 17 per cent salary cut; 10 per cent of the remaining pay was to be received in script. No wives of teachers could teach and only one member of a family could be employed by the Des Moines schools. Mr. Aaron Hutchens' salary at this time, as the school principal, was about \$2000.²

The Works Progress Administration, a New Deal agency, was responsible for several projects affecting Lincoln High School. The Lincoln High School stadium, which was then merely an athletic field surrounded by a wall, was built at this time. It was during the Depression that South West Ninth Street was widened to four lanes and paved, thus making travel to Lincoln High School much more convenient.

Lincoln High School was directly affected by World War II. The June Railsplitter of 1942 shows the school's total awareness of the War by dedicating the yearbook to the War cause. The dedication, called "Marching Along Together," is as follows:

Loyalty, patriotism to the school, and to Uncle Sam. Here at Lincoln everyone knows the meaning of these two words for everything outside of regular routine work has been for defense since that memorable

¹ Bohlman, loc. cit.

² Hutchens, loc. cit.

December 7.

Lincoln's "wondrous working power" was unleashed behind the drive for the Victory Fund last December 10, and is still going full speed ahead, for victory is our goal! The fuel is provided by the students and the faculty, and there is no shortage of it in sight.

Lincoln received a citation of merit certificate commending the students and the faculty for significant contributions to war activities such as the Victory Fund, the collection of books for soldiers at Fort Des Moines, and our contribution to the Red Cross that was unequalled by any other high school. Since then, the school has purchased and presented to the USO center folding chairs to be used in the army and navy club room.

Then too, Lincoln High School has donated hundreds of dozens of cookies for the soldiers at Fort Des Moines, and students have been purchasing war stamps here at school every day.

Yes, defense is the paramount aspiration at Lincoln, and we, the members of the June '42 class, hope that Lincoln High School will continue to carry on for Uncle Sam, and thus preserve our sacred principles of democracy.¹

Lincoln High School had its first victory dance in the spring of 1942, featuring the sale of defense stamps as an admission fee. The night was a success, as Lincoln High School made thirty dollars for the victory fund. Every Lincoln High School student who entered the armed forces has had his name inscribed on the huge service rolls now hanging in the front corridor of the school. The rolls, comprised of over six-hundred names, were started and kept up to date

¹Senior Railsplitter (June, 1942), p. 37.

by a long-time Lincoln teacher, Mr. William S. Morgenthaler and his students.¹

Lincoln High School became part of a national movement known as the Victory Corps in December of 1942. Students took part in victory security drives; book, scrap metal, and paper contributions; and assistance in the war rationing program. An example of the effects of the war rationing on Lincoln students is illustrated by a picture in the June 1943 Senior Railsplitter. The picture is of a Lincoln High School girl standing in front of a shoe store with a puzzled look on her face. Underneath the picture is the caption, "Every girl was debating how to spend her number 17 shoe stamp."²

Victory Gardens became one of the most important contributions made by Lincoln High School students to the war effort. The gardens were mentioned, joked about, and encouraged in every Senior Railsplitter during the war.

The June 1943 Senior Railsplitter opened by issuing a welcome to all of the former Lincoln High School students home on furlough from the war. "Lincoln means home to you--home because you had a part in building it. Please feel

¹Ibid., p. 41.

²Senior Railsplitter (June, 1943), p. 20.

secure of your place in Lincoln, now and always."¹

During the 1943-1944 school year, Lincoln High School started "pre-first" classes. These were for seniors mainly, and at first consisted of only History and English classes. Soon gym classes were added. The purpose of this program was to enable a student to finish at noon and leave afternoons open for employment.²

There were 137 7B's (the designation for first semester Seventh graders) enrolled at Lincoln High School in January, 1938. When this class reached its graduation date in 1944, it consisted of fifty-one members: thirty-three girls and eighteen boys. This class, the smallest in recent years, shows the effect of the war. Many Lincoln High School students left school either to join the armed forces or to secure employment.³

Starting in 1944, students made leather coin purses, gold stamped with the name of the school and city. These purses were given to service men who returned to visit their alma mater.⁴ In the same year, Lincoln High School won the United States Treasurer's coveted Minutemen flag by their more than 90 per cent participation in buying war bonds and

¹Senior Railsplitter (January, 1944), p. 2.

²Ibid., p. 17.

³Ibid.

⁴Senior Railsplitter (June, 1944), p. 31.

stamps.¹

Because of the war pressures, Lincoln High School students wanted to do something cheerful. They started Friday afternoon sing-alongs and eventually formed the first Lincoln High School student center. The center became a place for student activities and was opened every other Saturday night for student dances.

The June 1945 Senior Railsplitter paid tribute to the recently deceased president, Franklin Delano Roosevelt:

Iowa has lost one of its most beloved friends, Franklin Delano Roosevelt. Not only Iowa, but the United States and the world feel the deep loss of this man who so courageously met his duty and performed it to the very end.²

As the war with Germany drew to a close, Lincoln High School students looked forward to "a day of mirth and merriment on the streets of downtown Des Moines."³ Finally V-E Day came on May 7, 1945. Students rejoiced, "but rather than going wild with joy, they celebrated solemnly, giving thanks to God and remembering Japan was yet to be defeated."⁴

VI. THE SCHOOL PRINCIPALS

Lincoln High School has had a high degree of adminis-

¹The Railsplitter, 20 (November 10, 1944), 1.

²Senior Railsplitter (June, 1945), p. 9.

³Ibid., p. 30.

⁴Ibid.

trative stability, having had only three principals in the forty-six year history of the school. The three principals and their years in office are: Nathan H. Weeks, 1923-1935; Aaron C. Hutchens, 1935-1958; and Melvin J. Bowen, 1958- .

Nathan Weeks had been a teacher at West High School in Des Moines before becoming Lincoln High School's first principal. Mr. Weeks enjoyed gardening and playing tennis as hobbies. He used to walk several miles to school each morning from his residence on Indianola Road.¹ In 1935, Mr. Weeks decided to return to the classroom, remaining at Lincoln High School as a teacher of government. On May 3, 1949, Nathan Weeks died at his home at 943 Thirty-fifth Street.²

Mr. Weeks and Mr. Hutchens had been close friends at Lincoln High School, both in and out of school. Both men felt a great responsibility of bringing to Lincoln High School programs and motivating teachers for the student who came from a poor home.³

Mr. Hutchens was principal of Lincoln High School for twenty-three years and saw many changes in the school. The South Side became much more affluent after World War II, and this community change was reflected in Lincoln High School.

¹ Hutchens, loc. cit.

² Ibid.

³ Ibid.

However, there remained a substantially low economic element on the South Side.

The conclusion of Mr. Hutchens' principalship of Lincoln High School in 1958 was reported by The South Des Moines Messenger and News on August 14, 1958:

Nearly two and one-half decades of uninterrupted leadership of the Lincoln High School came to an abrupt close this week as Aaron C. Hutchens, 62, principal for the past twenty-three years was promoted to the same post at North High School.¹

Mr. Hutchens' successor was Mr. Melvin Bowen, who has now been principal for twelve years. Mr. Bowen had previously been personnel director of the Des Moines Public Schools. Mr. Bowen feels that the most important thing happening at the school since his arrival has been its unparalleled growth. In an interview, Mr. Bowen summarized some of the major developments: "There have been six bond issues, four additions, and a senior high growth from seven-hundred to approximately two-thousand students in these past twelve years."²

VII. THE FACULTY

Over the years the enrollment of Lincoln High School has been reflected in the size of the faculty. In the early

¹The South Des Moines Messenger and News, 47 (August 14, 1958), 1.

²Statement by Mr. Melvin Bowen, personal interview, February 6, 1970.

days, when the faculty was relatively small, social events could be held for the teachers and their spouses. Often there were faculty picnics at McCrae Park, and for many years prior to the middle 1950's, an annual Christmas party was given for the teachers and their families. In the fall, a picnic was held for all the new teachers in Pioneer Park.¹

The Mary Toddites was an organization for the women faculty members, open to both the active as well as the retired teachers. This organization gave many women an opportunity to remain active in the affairs of the school.

In recent years the faculty has grown too large for social gatherings of the entire faculty and their families. A Brief History of Lincoln High School, written in 1935, published this account of an early faculty:

At the beginning of the school year the teachers organize immediately. The Executive committee consisting of a chairman, vice-chairman, secretary, and treasurer are the first elected. They choose the following committees: Community Contact and School Improvement, Decorating, Fiesta, Flowers and Arrangement, Junior Assembly, Senior Assembly Committee, Social Committee and the Teachers' Committee.²

At the closing of a school year, the Lincoln High School faculty usually have a banquet. This is the opportune time to look back upon the school year, and for those

¹ Hutchens, loc. cit.

² Brief History of Lincoln High 1923-1935, Lincoln High School Journalism Class of 1935 (eds.), (Des Moines Lincoln High School, 1935; unpublished).

teachers that are leaving to say good-bye. The women have occasional wedding and baby showers, and the men have an informal, impromptu party about once a semester. Most faculty parties are informal and open to all on the faculty, as Lincoln High School takes pride in the fact that there are no factions or clics.

In Table II is presented a list of the first faculty of Lincoln High School and the position held or subject taught by each. In Table III is shown the growth-rate of Lincoln High School as reflected by the number of teachers employed at the school. The growth is relatively steady in the early years with the exceptions of the middle 1930's and the early 1940's, these years reflecting the Great Depression and the Second World War. The post-World-War II growth is more rapid. The school years 1953, 1959, and 1966 show slight declines as Weeks, Kurtz, and Brody Junior High Schools opened, removing the Junior High students from Lincoln High School. The most recent year, 1969, reflects the more rapid growth and the new policy of smaller class sizes in the Des Moines Public Schools.

VIII. CURRICULUM

The varying ambitions of Lincoln High School students show a variety of ideas, as indicated in the June, 1932 Senior Railsplitter. Twenty-one students expressed a desire

TABLE II
FIRST FACULTY OF LINCOLN HIGH SCHOOL

Teacher	Subject
<u>Administration</u>	
Nathan H. Weeks	Principal
Lulu Auracher	Girls' Advisor
Alice B. Story	Librarian
Miriam R. Bingham	Registrar; Stenographer
<u>Instructors</u>	
Bess Pearl Ballantyne	English
Mirian I. Burr	Domestic Art
Esther M. Brammem	Mathematics
Robert L. Brewster	Metal Work; Drawing
Harry W. Carmichael	Manual Training
Eunice M. Cripe	Physical Education
Thomas H. Cunings	Physical Education
Ruth E. Dewey	Mathematics
Anna R. Deikey	English
Rosamond Dugan	Home Economics; Cafeteria Management
Helen Alice Dunkleberg	Home Nursing
Odessa Farley	English
William O. Forman	Physical Education
Anne Felkner Hall	Music
Mabel Harris	History
<u>Instructors of Sub-Junior High Academic Subjects</u>	
Amalie Meyers	Physical Education
Miriann M. Miller	History
Anna Louise Owen	Literature; Composition
Iola B. Quigley	History; Vocation; Civics; English
Nora D. Sherwood	Geography
Frances L. Smith	History
Gretta Starrett	Latin; English
James M. Starrett	Commercial
Alma Walder	Sub-Junior High
Katherine M. Walker	Art
Frances N. Wherry	Science; Geography
Anastasia Paul	Sub-Junior High
Samara B. Perrine	Music; Art

TABLE III
NUMBER OF TEACHERS AT LINCOLN HIGH SCHOOL BY YEAR

Year	Total	Year	Total
1923	29	1947	50
1924	30	1948	50
1925	37	1949	51
1926	47	1950	54
1927	48	1951	59
1928	48	1952	61
1929	49	1953	58
1930	48	1954	56
1931	52	1955	59
1932	52	1956	60
1933	48	1957	63
1934	46	1958	65
1935	46	1959	54
1936	45	1960	55
1937	49	1961	56
1938	51	1962	59
1939	52	1963	68
1940	53	1964	74
1941	52	1965	78
1942	51	1966	79
1943	48	1967	83
1944	46	1968	87
1945	47	1969	100
1946	47		

to enter the business world, twelve showed an interest in the teaching profession, ten wanted to become engineers, six desired careers in journalism, and four were interested in music careers. Other career interests mentioned were doctor, aviator, forest ranger, lawyer, and sportsman; and one girl expressed an ambition to become an embalmer.¹

As early as 1936, Lincoln High School had a comprehensive curriculum:

The student who chooses the commercial course and masters it, is qualified to step as a beginner directly into the business world. This course includes bookkeeping, business correspondence, commercial law, merchandising, salesmanship, shorthand, and typing.

Students yearning for culture and achievement gained through a college education, may take the college preparatory course, which includes the subjects: economics, English, mathematics, history, and science.

Industrial arts and home economics may be the calling for those electing clothing, foods, landscaping, mechanical drawing, metal shops, and wood shops.

Art, drama, and music, the fine arts, provide excellent opportunities for students so inclined, thru the band, chorus, dramatics, glee clubs, journalism, orchestra, and public speaking.²

The curriculum of Lincoln High School grew every year. New courses constantly expanded what the school was to offer the students. This growth is shown by the Index of

¹Senior Railsplitter (June, 1945), p. 7.

²Senior Railsplitter (June, 1932), p. 29.

the "school bible," the class list book. The curriculum is shown on the following pages as presented at five year intervals, starting with 1924 and including 1969. As shown by these curriculum tables, after a rapid, early increase in the variety of the Lincoln High School courses, the curriculum remained fairly stable, with only an occasional course beginning or ending. The tables further illustrate that the interest in curriculum and its development has changed most radically in the decade of the 1960's. This trend in curriculum is explained by a national trend to emphasize "solid" or "academic" studies, due partially to the Sputnik Satellite launching in 1957, and the National Education Acts that followed from this Russian success.

In 1961, Distributive Education was added to Lincoln High School's curriculum. This course of study allows a student to work in a local business establishment in the afternoon. The student receives some payment and on-the-job experience.¹ Basic mathematics and the Russian language were also introduced into the curriculum in 1961.

The following year, an advanced composition course² was introduced under the direction of Mr. John McWhirter. This course was for above average students whose purpose was to study well known essays, and also to put a greater

¹ Senior Railsplitter (January, 1961), p. 56.

² Senior Railsplitter (June, 1962), p. 89.

TABLE IV
LINCOLN HIGH SCHOOL CURRICULUM

1924	1929	1934
Junior High School only)		
English	English	English
Latin	Public Speaking	Public Speaking
Social Science	Journalism	Dramatics
Mathematics	Latin	Journalism
Homemaking	Community Civics	Civics
1) Foods	Vocations	Vocations
2) Clothing	History	History
Shop	Mathematics	Mathematics
1) Mechanical Drawing	Science	Science
2) Woodshop	Commercial Law	Latin
Art	Commercial Geography	Business Training
Music	Business English	Business English
Hygiene	Business Arithmetic	Commercial Geography
Physical Education	Business Training	Commercial Law
1) Pre-Junior	Typing	Business Organization
	Shorthand	Salesmanship
	Bookkeeping	Merchandising
	Foods	Typing
	Clothing	Shorthand
	Arts	Bookkeeping
	Metal Work	Art
	Mechanical Drawing	Landscaping
	Woodwork	Clothing
	Music	Foods
	Hygiene (Girls)	Woodwork
	Hygiene (Boys)	Metal Work
	Health (Girls)	Mechanical Drawing
	Health (Boys)	Music
	Physical Education	Hygiene (Girls)
		Hygiene (Boys)
		Health (Girls)
		Health (Boys)
		Physical Education

TABLE IV (continued)

1939	1944	1949
English	English	English
Public Speaking	Speech; Drama	Speech; Drama
Drama	Journalism	Radio
Journalism	Civics	Journalism
Civics	Vocations	Civics
Vocations	History	Vocations
History	Mathematics	History
Mathematics	Science	Mathematics
Science	Latin	Science
Latin	Spanish	Latin
French	Business Training	Spanish
Business Training	Bookkeeping	Business Training
Commercial Geography	Business Arithmetic	Bookkeeping
Bookkeeping	Salesmanship	Commercial Arithmetic
Commercial Arithmetic	Merchandising	Commercial Law
Commercial Law	Typing	Merchandising
Salesmanship	Shorthand	Typing
Merchandising	Homemaking	Shorthand
Business Correspondence	Shops	Driver Training
Typing	Arts; Crafts	Homemaking
Shorthand	Music	Shops
Home Economics	Girls Home Nursing	Arts; Crafts
Industrial Shops	Hygiene (Girls)	Music
Mechanical Drawing	Hygiene (Boys)	1) Band
Art	Physical Education	2) Orchestra
Music		Hygiene (Girls)
Hygiene (Girls)		Hygiene (Boys)
Hygiene (Boys)		Physical Education
Form-Physical Education		

TABLE IV (continued)

1954	1959
English	English
Speech; Drama	Speech; Drama
Social Studies	Journalism
Mathematics	Latin
Science	Spanish
Latin	Social Studies
Spanish	Mathematics
Business Training	Science
Bookkeeping	Radio
Merchandising	Business Training
Commercial Law	Bookkeeping
Commercial Arithmetic	Salesmanship
Commercial Geography	Commercial Arithmetic
Typing	Commercial Law
Shorthand	Commercial Geography
Homemaking	Typing
Driver Training	Shorthand
Journalism	Homemaking
Radio	Driver Training
Woodwork	Wood Shop
Auto Mechanics	General Shop
Mechanical Drawing	Auto Mechanics
Metal Shop	Mechanical Drawing
Arts; Crafts	Music
Music	1) Band
1) Band	2) Orchestra
2) Orchestra	3) Vocal
3) Vocal	Arts; Crafts
Hygiene (Girls)	Hygiene (Girls)
Hygiene (Boys)	Hygiene (Boys)
Physical Education	Physical Education

TABLE IV (continued)

1964	
Language Arts	Business
English	Business Training
Speech; Dramatics	Bookkeeping
Journalism	Typing
Languages	Shorthand
French	Notehand
Latin	Clerical Practice
Spanish	Commercial Math
Russian	Commercial Geography
Social Science	Commercial Law
World History	Salesmanship
American History	Distributive Education
American Problems	Distributive Practice
Mathematics	Homemaking
Basic	Shops
Algebra	Metal Shop
Geometry	Wood Shop
Advanced Algebra	Mechanical Drawing
Trigonometry	Art
Science	Drivers Education
Biology	Hygiene
Physics	Girls
Chemistry	Boys
Physiology	Physical Education
	Girls
	Boys

TABLE IV (continued)

1969	
Language Arts	Business
English	Bookkeeping
Speech; Dramatics	Typing
Forensics	Secretarial Practice
Journalism	Shorthand
Languages	Notehand
French	Clerical Practice
Latin	Business Skills
Spanish	Commercial Arithmetic
Russian	Commercial Geography
Social Science	Commercial Law
World History	Salesmanship
American History	Distributive Education
American Problems	Distributive Practice
Economics	Homemaking
Russian History	Shops
International Relations	Wood Shop
Afro-American History	Metal Shop
Mathematics	Mechanical Drawing
Basic	Auto Mechanics
Algebra	Music
Geometry	Band; Vocal
Advanced Algebra	Art
Trigonometry	Crafts
Probability; Statistics	Drivers Education
Science	Opportunities Unlimited--
Earth Science	Work Study
Biology	Physical Education
Physics	Girls
Chemistry	Boys
Physiology	

emphasis on written assignments.

The language laboratory was first introduced into Lincoln High School in 1962. A contemporary report characterized this innovation: "Through a complicated network of master panels, cables, and headphones, the language classes have been experiencing a new style of teaching."¹

The first issue of the 1967 newspaper described three new courses added to the Lincoln High School Curriculum that year:

1. Terminal English--for students who do not plan on going on to college. More emphasis on reading appreciation and less on advanced writing.
2. International Relations--for understanding concepts of foreign relations, to broaden perspectives, and appreciation of other cultures.
3. Russian History--for the understanding of the past, cultures, art, and civilization of Russia.²

In 1966, the Iowa State Legislature passed a law requiring all sixteen-year-olds to take a driver-education course if they wished to receive a driver's license at that age.³ Because of heavier demand created by this law, Lincoln High School increased the driver-education program. The school was to have six driver-education teachers, four cars, and a mobile classroom with equipment for simulated driving conditions. This mobile unit remained at Lincoln

¹ Senior Railsplitter (June, 1962), p. 89.

² The Railsplitter, 43 (September 29, 1967), 1.

³ The Railsplitter, 43 (January 13, 1967), 1.

High School one semester, alternating with another Des Moines high school.

With the increased attention to racial problems in the 1960's, a course in Afro-American History was introduced in January 1969, as a social science elective.¹ This course was open to seniors and fulfilled one semester of the social science requirement.

The 1969-70 school year was to have four new courses added to the curriculum. Psychology was introduced, for juniors and seniors, to help them understand behavior. A general shop course was designed in an unspecialized manner, to show students how to overcome problems in a home or shop. An art and a music appreciation course, to give students an understanding of theories, rules, procedures, and style in these arts, was also introduced.

The Opportunities Unlimited program was started for students who have special problems in adjusting to educational experiences.² These students are educationally, culturally, socially, or psychologically disadvantaged.³

During the 1962-63 school year, the Des Moines Schools started a tracking system for the English and Social

¹ The Railsplitter, 45 (January 17, 1969), 1.

² The Railsplitter, 45 (May 19, 1969), 1.

³ Statement by Mrs. Mary Jane Carlson, personal interview, May 5, 1970.

Science Departments. Three tracks--"Basic," "General," and "Advanced"--were based on ability-testing and previous achievement. Lincoln High School was part of this tracking system, which is still in existence today.

IX. THE ARTS

On February 24, 1955, the Dorian Art Club was organized by the advanced art students under the guidance of the art teachers, Miss Susan Muellhaupt and Mr. Larry Hoffman.¹ Lincoln High School produced fifteen winners in the National Scholastic Art Contest in 1958. The event was held March 22 in the Younker's Tea Room.²

Lincoln High School presented its first school play to the public in March, 1924. It was Six Who Pass While The Lentils Boil; the second play that same year was Sir David Wears a Crown. On January 21, 1927, the Belasco Drama Club gave its first performance, presenting a four act play, Seventeen.³

"From the Belasco Drama Club grew the Thespian and Moliere Acteurs Clubs which rapidly increased in member-

¹ Senior Railsplitter (June, 1956), p. 39.

² Senior Railsplitter (June, 1958), p. 98.

³ Brief History of Lincoln High 1923-1935, loc. cit.

ship."¹ Each of these three groups produced one play each semester.

A fully accredited dramatic arts class was established at Lincoln High School after eight years of several dramatic art groups.² The students learned all of the phases of putting on a play. Such things as scenery, lighting, costumes, and background were important in establishing the first Drama department.

Mary Chase's three-act comedy, Harvey, was the first fall play presented by the Lincoln High School Drama department in 1952.³ On March 10, 1955, Lincoln High School presented the play, Dracula.⁴ This was the first time any Des Moines high school attempted this type of play.

The first Lincoln High School Orchestra was formed in September, 1923, under the direction of Mrs. Anne Hall, the music teacher.⁵ There was a senior and a junior orchestra, with the more advanced students comprising the senior orchestra.

By 1935, the music department had grown considerably in size and accomplishment. Of the 1,670 students enrolled

¹ Senior Railsplitter (January, 1933), p. 16.

² Senior Railsplitter (June, 1934), p. 36.

³ Senior Railsplitter (January, 1953), p. 14.

⁴ Senior Railsplitter (June, 1955), p. 59.

⁵ Denny, loc. cit.

in Lincoln High School that year, 350 students were involved in one or more of the various musical activities.¹ By this time, Lincoln High School had bands, glee clubs, mixed choruses, and orchestras on both the senior- and junior-high levels, as well as a dance orchestra and a theatre orchestra.

The development of the music program was summarized as follows in 1936:

Five years ago, Fredick E. Engel came to Lincoln High School as assistant to Warren E. Pollard, head of the music department. Under the excellent guidance and leadership of Engel, as director of music, the department has grown so that today a smartly uniformed band of seventy members, a fifty-piece orchestra, a boys' and a girls' glee club and an A Cappella choir are actually functioning in the music department.²

During the 1930's, a Music Parents' Club was formed.³ The function of this club was to aid the students in projects to raise money for instruments, uniforms, and choir robes, to be used in competitive musical events. Lincoln High School had done well in national music and marching-band contests until 1934, when the Des Moines school system stopped allowing Des Moines schools to participate.⁴

Lincoln High School presented the opera Martha in

¹ Ibid.

² Senior Railsplitter (June, 1955), p. 59.

³ Senior Railsplitter (June, 1938), p. 38.

⁴ Ibid.

1935, and became the first Des Moines high school to undertake such a performance.¹ This became an annual event with the music and drama departments cooperating on the performance.

Under the direction of Mrs. Pearl Mapel, Lincoln High School music groups won excellent and superior ratings in the Music Federation contest, March 21, 1953.² The Madrigal singing group was begun at Lincoln High School in the 1957-1958 school year.³ In 1958, Lincoln High School presented a folk opera for the first time, entitled Down in the Valley.⁴

X. PARENT-TEACHER ASSOCIATIONS

A Parent-Teacher Association was formed at Lincoln High School in its first year.

A new Parent-Teacher Association was formed at the Lincoln High School, Wednesday, January 30th. The meeting was opened by Mrs. A. Launspach, temporary chairman, assisted by Mrs. Blanchard, parliamentarian, and Mrs. Wills, temporary secretary.⁵

In 1961, Open House, a Parent-Teacher Association

¹Ibid., p. 40.

²Senior Railsplitter (June, 1953), p. 74.

³Senior Railsplitter (June, 1958), p. 72.

⁴Ibid., p. 74.

⁵Des Moines Register, 13 (June 30, 1924), 3.

function, started a new plan of visitation.¹ The parents were to follow the students' schedule of subjects and the teachers were to explain the objectives and methods of their class.

In May of 1968, the Lincoln High School Parent-Teacher Association was dissolved by the last President, Mrs. Shaffer. The reasons given for dissolving the association were that it was ineffectual and unorganized, with too much of the dues from each meeting being sent to the national group and not enough put back into the school.²

The Build Lincoln Higher Club had its beginning in the South Side Community in 1946.³ Its sole purpose is to promote Lincoln High School both materially and through community-school morale. Some sources of revenue have been memberships, paper drives, donations, candy sales, and refreshment sales at athletic events.⁴

During the summer of 1945, the Build Lincoln Higher Club raised funds for an equipment house on the Lincoln Athletic Field. The building was to serve as a refreshment

¹ Senior Railsplitter (January, 1961), p. 60.

² Statement by Mrs. Iris Anderson, personal interview, March 11, 1970.

³ Senior Railsplitter (June, 1946), p. 47.

⁴ Lincoln High School Handbook, (unpublished), p. 106.

stand during athletic contests.¹

XI. CLUBS AND ORGANIZATIONS

A student council was organized the first year of school at Lincoln High School, under the sponsorship of Mr. Weeks, the principal. This beginning was noted in the Brief History:

On January 22, 1924, members of the student council of Lincoln High School elected their permanent officers. It was impossible to elect permanent officers before this time as the constitution was not complete.

The first student council officers were: president, L. John Doyle, Jr.; vice-president, Dale Carlsen; secretary, Thelma Andrews. During the first few years there was only one student council, with each homeroom allowed one representative. As the school grew, a separate student council was formed for the junior high students; and there were to be two representatives from each homeroom in the senior high student council.²

On January 21, 1927, The Railsplitter newspaper announced: "About the middle of this semester an English club was started. This club meets the first and third Wednesdays of every month."³

¹Senior Railsplitter (January, 1946), p. 21.

²Brief History of Lincoln High School, loc. cit.

³The Railsplitter, 1 (June 22, 1924), 2.

The same issue of The Railsplitter newspaper published an article about a life-saving club starting at Lincoln High School: "Miss Cripe, gym teacher at Lincoln High, is starting a new life-saving club. The club will have its first meeting next Monday, February 7, after school."¹ Also in that issue of the newspaper, the Ichabod Crane Club for physical fitness was introduced:

The Ichabod Crane Club, newly organized in Lincoln High School, serves a very definite purpose--that of making lank, lean, and skinny people, of round, roly, and plump people, or in other words make them physically fit.²

Clubs became so numerous and so popular at Lincoln High School that by 1933, the Senior Railsplitter had an article revealing the tremendous growth of clubs:

Notable additions to Lincoln High clubs during 1927 were: The Aviation club, Bookland club, a junior Home Economics club, and the junior character commission, while clubs whose records date back to 1928 include the Banjo club, the Garden club, the Harmonica band, senior chorus, Know Des Moines club, the Adelpian Neophytes, and the Travel club.

In 1930 the Thrift club was formed simultaneously with the Lincoln-Weeks scholarship fund as the gift made by the senior class of January, 1930, to the school. This club was open to both junior and senior students. During 1930 the first senior art club was also organized as were the Advertising club, and the Bald Eagle club. The latter was the first of its kind to be organized in any Des Moines high school.

During 1930, all junior clubs were placed on the

¹Ibid.

²Ibid.

regular class schedule of all Des Moines junior high schools and each junior was required to belong to two weekly clubs. This practice, which was begun to promote interest in extra-curricular activities, resulted in the formation of 52 junior clubs including four study clubs.

Notable additions to the senior club schedule during 1931 and 1932 were: Commercial Law club, the Girls' Golf club, and a special glee club formed under the direction of Warren E. Pollard. These additions bring the present total of senior clubs to 17 including the council and its four commissions.¹

The Deutsche Gesellschaft, under the direction of Greta Starrett, was organized in the fall of 1932 for the purpose of teaching German, since Latin was the only foreign language in the curriculum of Lincoln High School.² The Lincoln-Douglas Debaters was a senior high debate club organized in January, 1932, by Bess Ballantyne, debate coach. Most of the debating was informal, with a question and answer session following.³

A Lincoln High School library staff was organized in 1932 to discuss ways of improving the library; to write articles about the library for the school newspaper; and to keep books in their proper place on the shelves.⁴

A Know Des Moines Club was started during the Depres-

¹ Senior Railsplitter (January, 1933), p. 24.

² Ibid., p. 29.

³ Senior Railsplitter (June, 1933), p. 11.

⁴ Ibid.

sion, aimed at giving students a view of business and industry through a series of field trips in the after school hours. The students could ride on the street car to the business establishments for a nickel.¹

The Porpoise club was formed as a girls' swimming group in 1936. Miss Eunice Cripe, girls' swimming and physical education instructor, was the sponsor. The Porpoise club was replaced by the Mermaids club, in 1956,² for the learning of synchronized swimming. Every year the girls enter the State Indoor Synchronized Swimming Meet after creating new and unusual routines.

In 1940, several Lincoln High School students formed a Projector's League, whose purpose was to take charge of showing the noon movies.³ In the same year, a Public Address League was formed to supply the sound for assemblies, games, and other school functions.⁴

In 1942, a home economics staff was formed with a student-teacher management system as the basic plan of organization.⁵ The girls spent hours making their own clothes and later modeling them in an assembly for the

¹ Interview by Mrs. Edna Bohlman, December 16, 1969.

² Senior Railsplitter (June, 1956), p. 67.

³ Senior Railsplitter (January, 1940), p. 27.

⁴ Ibid., p. 26.

⁵ Senior Railsplitter (June, 1942), p. 36.

Lincoln High School girls.

In 1960, the Girls' Club began with Judy Cowie as the first president.¹ Every girl at Lincoln High School was automatically a member of this club, whose purpose was service to Lincoln High School and promotion of a feeling of belonging for all girls at the school.

Other new organizations formed in 1960 were the Pep Club that was to support Lincoln High School teams at athletic events, and the Drill Team that performed synchronized marching at athletic events in connection with the school band.²

The "L" Club, or Letterman's Club, was formed in 1961, with Marshall Allen serving as the first president.³ The Photography Club started in 1962, with Mr. Allen Ewers as the sponsor.⁴

During the 1965-66 school year, two new clubs were organized at Lincoln High School, the Chess Club and the Folk Club. Folk music, customs, and singers were studied by the Folk Club.⁵

¹Senior Railsplitter (January, 1961), p. 56.

²Senior Railsplitter (June, 1961), p. 88.

³Ibid., p. 96.

⁴Senior Railsplitter (June, 1962), p. 89.

⁵Railsplitter Yearbook, 1966, p. 96.

The Key Club was organized in 1966 under the direction of the Southtown Kiwanis Club.¹ The main purposes of this club were to promote leadership, and a secondary purpose was to serve the Southside Community and Lincoln High School. Members are selected for leadership ability and grades.

The Flag Twirlers became a separate organization from the band in 1966.² They took part in more athletic events and began marching at half-time of basketball games.

"The Debate Club, formed in 1966, spent its first year in studying debate form. This year the club began to compete with other city debate teams."³

The International Club was organized in 1967 to aid students planning to go overseas on summer studies and to aid those on foreign exchange programs at Lincoln High School.⁴

In September, 1968, the Debate Club and Forensics group combined to form the Forensics team. Forensics included debating, extemporaneous speaking, original oratory, and oral interpretations.⁵

The Equestrian Club began at Lincoln High School in 1968. Anyone who owned or was interested in horses could

¹Railsplitter Yearbook, 1967, p. 58.

²Ibid., p. 69.

³Ibid., p. 50.

⁴The Railsplitter, 44 (October 27, 1967), 6.

⁵The Railsplitter, 45 (November 22, 1968), 1.

join.¹

The club and organizational growth has been phenomenal at Lincoln High School over the years. The following tables show the clubs and organizations in existence for the students at the present time.

XII. PUBLICATIONS

The first Railsplitter newspaper, published in May, 1925, under the direction of Miss Bess Ballantyne, contained a cartoon of a baby sitting up against a pillow holding an axe. The title of the cartoon was, "The First Railsplitter," and the slogan of the picture was, "Help us make him grow."²

The following year, the Railsplitter newspaper was published on a regular basis. The third year of its existence, on January 21, 1927, a special issue was printed commemorating activities of the first graduating class.³ Thus, the Senior Railsplitter (classbook) came into being.

The Railsplitter newspaper, competing with 860 other school publications, received a first class high school

¹The Railsplitter, 45 (October 13, 1968), 1.

²Brief History of Lincoln High 1923-1935, "The Railsplitter" citing cartoon in The Railsplitter, 1 (May 1, 1925), 1.

³Ibid.

TABLE V
SCHOOL CLUBS

Club	Approximate Number of Students
Camera Club	5
Computer Club	20
Decca Club	40
Dorian Art Club	30
Equestrian Club	15
French Club	80
Future Teachers Club	20
Girls Club	70
Health Careers Club	15
Hockey Club	40
International Club	25
Kiwanis Key Club	30
Latin Club	30
Letterman's Club	35
Loyalty Club	25
Pep Club	250
Red Cross Club	10
Russian Club	30
Spanish Club	45
United Nations Club	20
Water Polo Club	45

Homeroom Reps.

TABLE VI
SCHOOL SERVICE ORGANIZATIONS

Organization	Approximate Number of Students
Student Council	145
Student Court	7
Art Staff	5
Audio-Visual Service Staff	10
Boys' Gym Leader Staff	15
Counseling Center Staff	12
Girls' Gym Staff	15
Hall Monitor Staff	30
Homemaking Staff	15
Hospitality and Usher Committee	6
Library Staff	12
Nurse's Staff	6
Office Staff	20
Secretarial Staff	5
Student Center Staff	5
Senior Officers	4

TABLE VII
GIRLS' PERFORMING ORGANIZATIONS

Organization	Approximate Number of Students
Cheerleaders	12
Drill Team	30
Flag Twirlers	10
Majorettes	6
Mermaids	25

newspaper rating in 1932.¹ The Lincoln High School newspaper was the only school publication in Iowa to win this high an award that year.

In June 1934, the Senior Railsplitter announced:

Abraham Lincoln High School journalists this semester opened a new field in high school journalism when they published a six page tabloid size regular Railsplitter, the first high school six page bi-weekly of its size in the United States.²

Following the senior edition of the Railsplitter newspaper published in 1927, each class published a special edition of the newspaper commemorating that class's graduation.³ In June, 1931, Lincoln High School adopted a maga-

¹Senior Railsplitter (January, 1932), p. 38.

²Senior Railsplitter (June, 1934), p. 24.

³Ibid.

zine form of classbook instead of the special issue of the newspaper. This procedure lasted until 1963, when the last mid-year class graduated.¹ The classes of June 1933 and January 1935 are the only two that failed to publish class books; in both cases the reason was a lack of funds.²

Each Senior Railsplitter had a central theme. Some examples were the future, the fair, a family album, story book land, and the state of Iowa. The June, 1948 Senior Railsplitter commemorated the twenty-fifth anniversary of Lincoln High School.³

The June, 1954, classbook was the first edition with a hard cover in the school's history. It was a white leather grain cover with the "LHS" emblem in the upper left-hand corner and the year fifty-four spelled out in the lower right-hand corner.

Moving into the late 1950's, the June classbook continued to grow in thickness and all issues had hard covers, while the January classbook appeared to decrease in quality. This was due to the decline of mid-year graduations, which were finally phased out of the entire public school system of Des Moines by the 1962-1963 school year. Therefore, the first Railsplitter annual was published in the 1963-64

¹Sanders, loc. cit.

²Ibid.

³Senior Railsplitter (June, 1948), p. 1.

school year.¹

The Lincoln High School student council began the publication of a student handbook for Lincoln High School students in 1959.² This book contained a short history of Lincoln High School along with a list of the school clubs and other school-sponsored activities. In 1967, a revised student handbook was published including the additions of school philosophy, rules and regulations, and a floor plan of the building. This new handbook was compiled by Mr. Malliet, a counselor at Lincoln High School, in partial fulfillment of a Master's degree program.³

XIII. HONORS AND AWARDS

The Abraham Lincoln High School chapter of the National Honor Society was established in 1926. Students who were outstanding in leadership, character, and service, and who were in the upper third of their class in scholarship were eligible for consideration in ". . . this organization that means to the high school student what the Phi

¹Sanders, loc. cit.

²Senior Railsplitter (June, 1959), p. 84.

³Statement by Richard Malliet, personal interview, January 20, 1970.

Beta Kappa means to the university student."¹ The induction into the society took place in an all-school assembly.

In 1926, Lincoln High School began presenting a trophy for scholarship:

The Junior homeroom having the highest average was no. [sic] 205, Miss Mitchell's homeroom, with an average of 2.67. The best Senior homeroom was no. [sic] 209, Miss Starett's homeroom, with an average of 2.86.²

Starting at this time, a trophy was also presented to the homeroom with the best attendance record.

The name of the member of the graduating class who has shown greatest ability in scholarship, service, character, and leadership, may be inscribed on an Honors' Trophy Cup.³ This was done each semester by a majority vote of the faculty and graduating class determining selection.

The Honorarium was awarded to seniors who, through ability and faithful service, had been of value to the school in any of its activities.⁴ In order to be eligible for this award, given for excellence in scholarship, literary achievement, public speaking, art, drama, music, athletics, management, or leadership, the student must have

¹ Brief History of Lincoln 1923-1935, op. cit., p. 23.

² The Railsplitter, 3 (October 18, 1926), 1.

³ Brief History of Lincoln 1923-1935, op. cit., p. 26.

⁴ Ibid., p. 28.

shown loyalty to Lincoln High School and have received satisfactory grades in all school work.¹

A committee of five faculty members, selected by the principal, makes the final selections, based on the above mentioned criteria and the nominations and recommendations of the senior class students.²

A study undertaken by the economics classes at Lincoln High School in 1929, showed that many students were desirous of education beyond high school that they could not afford.³ The Lincoln-Weeks Scholarship fund, upon which a student could borrow money on his own name, was under the sponsorship of Mrs. Bohlman.⁴ "By 1934, this fund had raised several thousand dollars and sent thirteen students to college."⁵ The committee that awarded the loan was composed of the principal or vice-principal, two teachers chosen by the Parent-Teacher Association, and a business or professional man or woman.⁶ Applicants were considered on ability, character, and need.

Lincoln High School, represented by Simon Cassidy and Donald Harris, won first place in the Des Moines City Oratorical Contest in 1932.⁷ Paul Mengher, a Lincoln High School

¹Ibid., p. 29.

²Ibid.

³Ibid., p. 31.

⁴Hutchens, loc. cit.

⁵Bohlman, loc. cit.

⁶Brief History of Lincoln High 1923-1935, op. cit., p. 31.

⁷Senior Railsplitter (June, 1932), p. 34.

student, won distinction in the 1932 International Quill and Scroll contest by submitting a sports story and having it judged one of the five best in the West Central States.¹

The Industrial Arts Department won several awards at the Tenth Annual Veisha exhibit held at Iowa State College, Ames, Iowa in 1933.² The Grand Sweepstakes, a silver loving cup, was the result of Lincoln High School's mechanical drawing and industrial arts display.³

Superior and excellent ratings were captured by many Lincoln High School students in the late 1930's and early 1940's. The 1938 Senior Railsplitter reported, "This year superior and excellent ratings were awarded to Arthur Wenger and Maxine Rummans at the Iowa High School art contest."⁴

In an Iowa essay contest during 1945-46, a student from Lincoln High school, Richard Christianson, won a cash prize of \$35 and first prize in Polk County.⁵ The Railsplitter newspaper, having won many first class national ratings in previous years, won in 1946, it's first superior ratings.⁶ In 1947, Warren McConnell wrote a sonnet,

¹ Ibid.

² Ibid.

³ Senior Railsplitter (January, 1933), p. 20.

⁴ Senior Railsplitter (June, 1938), p. 28.

⁵ Senior Railsplitter (June, 1946), p. 36.

⁶ Ibid., p. 38.

"Monarch of the Sky," which won the city-wide contest in poetry.¹

Dr. Virgil M. Hancher, President of the University of Iowa, presented the Phi Beta Kappa award to Lincoln High School in honor of the outstanding achievements of Jay Anderson, Beverly Fender, and Ardith Maxwell, June, 1951 graduates, who had subsequently become freshmen at the University.²

In 1956, the Lincoln High School student council president was named winner of the first "Junior Citizenship Award" of the Des Moines Junior Chamber of Commerce.³ He was selected from a field of sixteen. This award became an annual event.

In 1962, Dave Kirkman was elected president of the state organization of the Distributive Education Clubs of America (DECA).⁴

XIV. SCHOOL EVENTS

In January of 1927, the first senior class inaugurated an "International Day," under the direction of Della

¹Senior Railsplitter (January, 1947), p. 19.

²Senior Railsplitter (January, 1953), p. 27.

³Senior Railsplitter (June, 1956), p. 83.

⁴Senior Railsplitter (June, 1962), p. 89.

May Arnold, member of the first graduating class.¹ The halls and classrooms were bright with gay costumes, and the class provided a program. Songs, dances, and skits depicted the life and manners of the several nationalities of the Lincoln High School students. "International Day" was to promote good will and cooperation among divergent national types; it became an entire student body event.

The Fiesta was an annual carnival in which each home-room and different school club managed the entertainment. Such events as bowling, boxing, grab bag, and visiting with old friends were among the favorite activities. The event started after school and lasted until after ten at night. The event drew not only students and faculty, but friends, parents, and alumni of Lincoln High School. The only requirement was that everyone enjoy himself. The money made was donated to the Lincoln-Weeks Scholarship Fund. "The 1934 Fiesta cleared \$289."²

The Get-Together was similar to the senior party of recent years. The Get-Together was an outgrowth of "International Day", consequently students wore the clothes of the nationality they were representing in the early days of the event.

¹Brief History of Lincoln High 1923-1935, op. cit.,
p. 32.

²Bohlman, loc. cit.

The Get-Together grew to a larger event during and after World War II. Gradually, the day of the Get-Together included an assembly, a chili supper, and finally a dance. The event had a central theme each year, such as: Western Story-book Land, The Roaring 20's, or the Civil War. The event was stopped in 1959 because of the increasing size of the senior classes.¹

In 1932, the annual Lincoln High Hilarities began, sponsored by the band director, and comprised entirely of school talent.² The proceeds went to the school band to buy uniforms and instruments.

Mr. John Studebaker, superintendent of schools, began an experiment in adult education in the Des Moines schools in 1933. There were to be no cost or textbooks, just a series of lectures open to anyone interested. Classes at Lincoln High School were to begin March 4, 1933, and last until May 27. Classes were to meet five times a week from 7:30 until 9:00.³ It was a five year experiment at first, but led to a permanent adult education program that still exists today.

The Class Forum idea was formulated by Mr. Weeks,

¹ Sanders, loc. cit.

² Senior Railsplitter (January, 1933), p. 18.

³ Ibid., p. 36.

based on the success of Mr. Studebaker's adult education program. The eleventh and twelfth grade students were divided into five groups meeting once a week to discuss such topics as: foreign affairs, N.R.A., crime, the liquor problem, labor problems, and unemployment.¹ The program was considered highly successful.

The success of the Forum idea, which had begun as a New Deal Community project, led to the idea of teaching by the forum method which was begun by Mrs. Bohlman.² The idea was to have a speaker come into a class and speak and then a question and answer period would follow. When Mr. Weeks returned to teaching, he taught government in this method.³

Mrs. Bohlman wrote an article explaining the forum system of teaching that was written up in the American Historical Association's publication, The Social Studies:

During the past year at Abraham Lincoln High School, Des Moines, Iowa, a method of current problems teaching in the twelfth grade was developed which gives the students a better understanding of both sides of current issues than is possible through any other method.⁴

Nineteen thirty-five was the Tercentenary year of

¹Brief History of Lincoln High 1923-1935, op. cit., p. 34.

²Bohlman, loc. cit.

³Ibid.

⁴Edna Bohlman, "The Teaching of Current Events by the Panel Forum Method," The Social Studies, XXVI (February, 1935), 91-96.

Secondary School Education in America. To commemorate this anniversary the Lincoln High School students and faculty, through the Journalism Department, undertook to write the history of Lincoln High School.¹ This history has been beneficial in helping the investigator in this project.

"Senior home economics girls at Lincoln sponsored the first student-managed clothing clinic ever tried in Des Moines, November 14-15, 1945."² Patrons of Lincoln High School brought their clothing problems to Lincoln High School and demonstrations on the care and repair of clothing were given.

Lincoln High School took active part in the Junior Town Meetings which were aired over KRNT radio starting in 1946. Assemblies were held at Lincoln High School debating vital questions such as: "What Price Peace?," "Our Relationship to Russia," and "Our Relationship to England." Following these debates was a question and answer period. These preliminary programs would then be aired over the radio.³

Children's stories were presented on Tuesday mornings over radio station KWDM, starting in 1950. This program was

¹Senior Railsplitter (June, 1935), p. 30.

²Senior Railsplitter (January, 1945), p. 19.

³Senior Railsplitter (January, 1946), p. 18.

begun by Miss Anna Mae Heaps, a teacher at Lincoln High School. Adventures from Bookland, presented by Lincoln High School, was chosen the most popular by the school children of Des Moines that first year.¹

The Senior Railsplitter of June, 1953, reported: "Mrs. A. C. Hutchens, wife of Lincoln High School's principal, appeared on WOI-TV's 'Mind of Man'.² She has written two historical novels, John Brown's Cousin, and Timothy Larkin."

In 1954, the Des Moines Annual Science Fair was held at Lincoln High School.³ Students in Biology, Chemistry, and Physics set up exhibits and conducted various experiments.

The first annual "Spinster's Spree" was held at Lincoln High School on May 4, 1957.⁴ This novel idea was planned by the Senior Student Council and is still an annual winter event at Lincoln High School. The high school had their first foreign-exchange student in the 1958-59 school year, Ulla-Britt Johanson from Sweden.⁵

On February 27, 1959, Lincoln High School held it's

¹ Senior Railsplitter (June, 1950), p. 16.

² Senior Railsplitter (June, 1953), p. 68.

³ Senior Railsplitter (June, 1954), p. 77.

⁴ Senior Railsplitter (June, 1957), p. 88.

⁵ Senior Railsplitter (June, 1959), p. 104.

first "dress-up" day.¹ This event, in which students wore their best clothes, was held the last Friday of every month.

In early December of 1960, Lincoln High School served its first annual pancake breakfast.² This breakfast, cooked by the Lincoln faculty for students and friends, still exists and is a major source of funds spent by the faculty on their own behalf.

The first Mermaid show was held in May of 1961. The theme was "Around the World in Thirty Minutes."³ The "Spring Carnival" took the place of "Fun-Nite" that same year.⁴

Lincoln High School celebrated its first homecoming with a victory over Pella in 1940. "Hushed and expectant was an audience of 1300 as they eyed Chuck Karns, football captain, crown Queen Jeannette Grange. . . ."⁵ The Senior Railsplitter of January 1946 reported: "Homecoming really meant 'homecoming' this year, for a lot of former students serving in the armed services were home to celebrate."⁶

Norman Timmons became the first Homecoming King as

¹ Ibid., p. 92.

² Senior Railsplitter (January, 1961), p. 64.

³ Senior Railsplitter (June, 1961), p. 104.

⁴ Ibid.

⁵ Senior Railsplitter (January, 1940), p. 26.

⁶ Senior Railsplitter (January, 1946), p. 18.

Lincoln High School expanded the event's pageantry in 1954.¹ In 1956, the Senior Railsplitter showed pictures of Lincoln High School's homecoming in a special section of the book for the first time.² Pictures of the floats and parade as well as the king, queen, and court appeared.

Homecoming 1966, had week long activities for the first time in the history of Lincoln High School. Monday was an assembly giving the history of Lincoln High School's homecoming, Maroon and Gold Day, and Mum Day filled out the week. Friday, brought a sock-hop, pep assembly, and the game. The field was decorated, a coronation took place at half-time, and a hootenanny after the game ended the week-end's activities.³

In 1969, Lincoln High School went through a critical evaluation by the North Central Association which evaluates every educational institution once every seven years. This is the first time Lincoln High School has gone through this evaluation, but with the faculty spending over a year in preparation, it proved a successful evaluation for the high school.

XV. ATHLETICS

Since Lincoln High School started with only seventh and eighth grade students, there was no football team for

¹ Senior Railsplitter (June, 1954), p. 46.

² Senior Railsplitter (January, 1956), p. 31.

³ Railsplitter Yearbook, 1967, p. 24.

two years. Finally a team was formed in 1925, but only on a Junior Varsity level. "The first football team members were: Doyle, Bartlome, Hethershaw, Nicholson, Thoren, Talbot, Prior, Worley, Andersen, McKowen, and Woodward. Prior was the star of the team."¹ In 1937, Lincoln High School tied with Indianola for the South Central Conference football crown.²

The football squad of 1939 completed one of their best seasons by winning five games, tying two, and losing one. The team placed second in both the City Series and the South Central Conference.³

In the pre-World War II days, Lincoln High School had a Junior-Varsity football team. In 1940, this squad captured both the City Series and the South Central Conference titles.⁴ After the success of the Lincoln High School 1941 city champions, the Des Moines Register said:

For the real achievements and those of his football team, coach Ruff of Lincoln was rated as prep coach of the year in Iowa. Russ Ruff exploded surprises all the way and climaxed a colorful football season by his team remaining undefeated.⁵

¹ Brief History of Lincoln High 1923-1935, op. cit., p. 31.

² Senior Railsplitter (June, 1937), p. 29.

³ Senior Railsplitter (January, 1940), p. 30.

⁴ Senior Railsplitter (January, 1941), p. 25.

⁵ Des Moines Register, 17 (November 30, 1941), 14.

On September 26, 1941, the Lincoln football stadium was officially dedicated.¹ In 1947, a whole new sport and practice field was opened north of the school, just east of the stadium.

Dickie Reynolds became the first Lincoln High School football player to be the city scoring champion by scoring forty-nine points in the 1943 season.² The 1949 Lincoln High School football team had one of its most successful seasons, posting a 6-1-1 record and winning the South Central Championship.³ The 1952 team finished second in both the City Series, and the South Central Conference, with Bill Lapham, a Lincoln High School player, placing on the first all-state team.⁴

In 1951, Lincoln High School was taken out of competition for football in the South Central Conference because their obligations in the city series did not allow them to play all the South Central Conference teams in the given year.⁵

The following year, Lincoln High School dropped out of the South Central Conference altogether, as most Des Moines teams dropped obligations to outside conferences as the city series grew larger with the growing population of

¹ Senior Railsplitter (January, 1942), p. 23.

² Senior Railsplitter (January, 1943), p. 22.

³ Senior Railsplitter (June, 1949), p. 24.

⁴ Senior Railsplitter (January, 1952), p. 15.

⁵ The Railsplitter, 27 (November 16, 1963), p. 46.

Des Moines.

The 1963 Lincoln High School football team had a 6-1-1 record and shared the city co-championship with Des Moines Tech. Chuck Roland, Jim Duede, Mark Wallace, and Bill McCutchen were all picked on the all-city first team. Chuck Roland was also selected second team all-state quarterback.¹

In 1964, Lincoln High School was again the city co-champion in football. They held their last six opponents scoreless while scoring 178 points. Lincoln High School was the number three rated team in the state of Iowa at the end of the season with a record of 7-1-0. Chuck Roland was first team all-state quarterback.²

Lorin H. Graff arrived at Lincoln High School in 1932, transferring from across-town Roosevelt High School, and began building a swimming team as the new swimming coach.³ Not until 1952 did the team receive any form of recognition, at this time placing second in the city and third in the state competitions.⁴

On February 16, 1957, Bill Nessen of Lincoln High School won the state diving title at the Des Moines city

¹Senior Railsplitter (January, 1963), p. 46.

²Railsplitter Yearbook, 1964, p. 124.

³Senior Railsplitter (January, 1933), p. 24.

⁴Senior Railsplitter (January, 1952), p. 15.

swimming meet.¹ And in 1962, Lincoln High School finished third in the state swimming meet.² Led by Brian Percival, this was the school's highest finish in its swimming history.

In 1937, the Lincoln High School golf team won the state championship. The team members were Earl Mason, Robert Joss, Robert Gallagher, and Otto Mason. Lincoln High School won the title over thirty competing schools, bringing a non-traveling trophy to Lincoln High School.³ Mr. W. S. Morgenthaler was the coach of this team, the first team in school history to bring in a state championship in any sport. The following year the golf team placed third in the state meet.⁴ The team has placed second in the city for the seventh year in a row.

The 1939 track team proved to be the best in Lincoln High School history, by bringing nine trophies to the school that year, including a second place in the two mile relay at the Drake Relays.⁵ The "Cindermen" were coached by Carl Harris. The track team continued to be a winner in the early 1940's. "Le Roy 'Doc' Yakish's flashy sprint of 100

¹ Senior Railsplitter (June, 1957), p. 69.

² Senior Railsplitter (June, 1963), p. 105.

³ Senior Railsplitter (June, 1937), p. 35.

⁴ Senior Railsplitter (January, 1938), p. 24.

⁵ Senior Railsplitter (January, 1940), p. 27.

yards grabbing off top honors in that event for Lincoln at the 1941 Drake Relays."¹

The year 1947 brought the Lincoln High School track team the fifth championship in seven years at the Winterset Track Meet.² The 1956-57 track team was the best in the school history, winning two city titles, the state championship, and a second place finish in the State Cross Country Championship.³ In 1968 the Cross Country Team won the state championship for class AAAA schools, for the first time in the history of Lincoln High School.⁴

The Lincoln High School basketball team of 1941-42 proved to be the best in the school's history by winning their sectional and going to the first round of the district meet.⁵ The 1951-52 basketball team was the best in the City Series and in the South Central Conference, winning these championships for the first time.⁶ In 1959, the Lincoln High School basketball team had one of their better years, finishing second in the city and winning their sectional

¹Senior Railsplitter (June, 1941), p. 29.

²Senior Railsplitter (June, 1947), p. 25.

³Senior Railsplitter (January, 1957), p. 24.

⁴Railsplitter, 45 (November, 1968), 5.

⁵Senior Railsplitter (June, 1942), p. 23.

⁶Senior Railsplitter (January, 1952), p. 31.

meet.¹

76

By 1941, the Lincoln High School tennis team was becoming quite strong. The team tied for first place in the Oskaloosa Invitational and then beat a favored North High School of Des Moines in a dual meet.² In 1964, the boys' tennis team went 7-1-0 for the city series championship, and the girls' tennis team did equally well with a 4-0-0 record.³

Baseball returned to Lincoln High School in 1947 after disappearing as an organized team sport in 1936.⁴ The team opened its season with the handicap of playing on a yet unfinished new baseball diamond. By 1956, the baseball team had won the state spring Baseball title of Lincoln High School.⁵

In 1952, wrestling was introduced as a varsity sport at Lincoln High School.⁶ Although the team finished last in the city that year, the team showed promise for the future. The 1953-54 wrestling team finished with a 9-1 overall

¹ Senior Railsplitter (June, 1959), p. 52.

² Senior Railsplitter (June, 1941), p. 26.

³ Railsplitter Yearbook, 1968, p. 90.

⁴ Senior Railsplitter (June, 1947), p. 25.

⁵ Senior Railsplitter (June, 1956), p. 43.

⁶ Senior Railsplitter (June, 1952), p. 40.

record, tying East High School of Des Moines for the City Series championship, and then went on to place third in the district.¹

In 1956, the Lincoln High School wrestling team captured the city and district meets.² In 1957, the team tied for the City Series wrestling championship with Des Moines Tech after posting a 12-1 record.³ After being co-champions in wrestling in the 1966-67 school year, Lincoln High School won the City Series Championship outright in the 1967-68 school year.

The new Metropolitan Interscholastic Athletic Conference was formed this year. It would start operating in 1968, including all the Des Moines schools, Dowling, Valley, of West Des Moines, and the new Hoover High of Des Moines. Football, Basketball, track, baseball, swimming, golf, tennis, cross country, and wrestling would be the nine sports on which competition would be based.⁴

¹Senior Railsplitter (June, 1956), p. 43.

²Senior Railsplitter (June, 1957), p. 32.

³Railsplitter Yearbook, 1968, p. 77.

⁴The Railsplitter, 43 (September 30, 1966), 5.

CHAPTER III

CONCLUSIONS

Lincoln High School fulfills Conant's definition of the comprehensive high school as a high school whose programs correspond to the educational needs of all the youth of the community.¹ Douglass said that a comprehensive high school undertakes, through its differentiated curricula and its diverse lines of activity, to administer to the needs of all classes of students.² Lincoln High School meets both definitions, serving the entire community of South Des Moines with the exception of students who choose to attend the Des Moines Technical School or one of the Parochial High Schools.

The South Side Community has a wide range of socio-economic groups. The character of the South Side ranges from some of the poorest areas, "the bottoms," to the wealthiest area in Des Moines, "the Southern Hills area." Since the Second World War and the building of the Des Moines Freeway, a large middle class group has moved into the South Des Moines area. Lincoln High School has students from these classes of American society.

¹ Conant, The American High School Today, loc. cit.

² Douglass, loc. cit.

The curriculum of Lincoln High School is designed to meet the needs and interests of this wide class-range, containing courses of study for college preparation; for vocational training in the arts, shop areas, and saleswork; and the Opportunities Unlimited program for students of limited academic ability. The career choices of Lincoln High School graduates reflect the wide variety of interest of Lincoln High School students as indicated in the Senior Railsplitter of June, 1932.¹

Lincoln High School offers a wide variety of courses and clubs in the fine art areas of music, drama, and art for the student who is interested in the fine arts as a vocation, hobby or just to gain a finer appreciation in this area. The various Lincoln drama clubs have produced plays ranging from Dracula to operas. Several musical organizations exist at Lincoln High School, including bands, choirs, and an orchestra. Courses are offered in various forms of art, and a Dorian Art club gives the interested student a chance to participate in various extra-curricular art activities.

A vast variety of clubs and organizations have been established at Lincoln High School in the hope of meeting the interests of all of its students. Tables IV, V, and VI

¹ Senior Railsplitter (June, 1932), p. 29.

indicate the type of activities that take place at Lincoln High School. The school club table shows areas of interest as varied as vocational service, language, and athletic clubs. The tables of school service and girls' performing organizations indicate the many ways Lincoln High School students can serve their school and gain valuable experience.

The honors and awards available to and won by Lincoln High School students reflect the comprehensiveness of the overall program of Lincoln High School. Awards are given for service, athletics, literary achievement, public speaking, fine arts, leadership, and school loyalty, as well as for scholarship. The Lincoln-Weeks Scholarship given each year is based not only on ability and character, but also on need. Students in oratory, science, creative writing, and civics have brought honors and distinction to Lincoln High School. The Industrial Arts department has received high ratings at the Veisha exhibits at Iowa State University and the Lincoln High School Railsplitter Newspaper has continually won superior national ratings in the Journalism areas.

Carnivals, Fiestas, and Senior Get-Togethers give the students of Lincoln High School a chance to socialize and get to know one another while dressing in the traditional clothing of their own respective nationalities. Class Forums, radio and television programs put on by students,

and the annual pancake breakfast are all special school events that give the students of different backgrounds and interests a better chance to learn more about each other through service and cultural events. Over the years, the Homecoming celebration has grown to a week-long period of activity that adds to the excitement and enjoyment of Lincoln High School students.

Lincoln High School has a wide variety of athletic activities to interest any student in the program. The new combination gymnasium and swimming pool is one of the finest in the state of Iowa. The young men of Lincoln High School may participate in football, baseball, basketball, swimming, golf, tennis, track, cross-country, and wrestling; with the best athletes of each sport receiving school letters. The girls may actively participate by supporting the school teams through cheerleading, or performing as members of the Drill team, Flag Twirlers, Majorettes, or the Mermaid synchronized swimming group. Lincoln has belonged to and won titles in several conferences including the City Series and South Central Conferences and is presently part of the recently formed Metropolitan Interscholastic Athletic Conference.

In this chapter the writer has attempted to show that Lincoln High School is a comprehensive high school as defined in Chapter I. The composition of the student body,

the curricula, school activities, and organizations described in the school history substantiate the fact that Lincoln High School is definitely comprehensive in nature.

CHAPTER IV

SUMMARY

The purpose of this study was to compile and trace the history and the growth of Lincoln High School. It was a further goal of this study to show that Lincoln High School is typically a comprehensive high school. It is hoped that this study increases the students interest in Lincoln High School.

The material for this study was collected from Lincoln High School publications, personal interviews, the Des Moines Independent Community School District, and several books on the comprehensive high school.

The Review of Literature primarily defined the comprehensive high school and discussed its importance in modern America.

Chapter II contains the history of Lincoln High School from its inception during the post-World War I period to the present time. The history contains a discussion of the South Side Community, the building, the additions, the principals, faculty, and the curriculum, as well as the organizations and events that make up the history of a school.

In Chapter III, a review of the given data shows that

Lincoln High School is a comprehensive high school according to the definition presented earlier.

The Bibliography contains a list of the materials used in compiling this study, including such primary sources as Lincoln High School publications and interviews with personnel who have been closely associated with the school.

BIBLIOGRAPHY

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